

ABSTRAK

ANANGGA WIDYA PRADIPTA: Implementasi Model Pembelajaran Berbasis Masalah untuk Meningkatkan Motivasi, Kreativitas dan Pemahaman Konsep Ilmu Pengetahuan Alam Peserta Didik Kelas V SDN Nomporejo Kecamatan Galur Kabupaten Kulon Progo. **Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2014.**

Penelitian ini bertujuan untuk meningkatkan motivasi, kreativitas, dan pemahaman konsep ilmu pengetahuan peserta didik melalui implementasi model pembelajaran berbasis masalah.

Jenis penelitian ini adalah penelitian tindakan kelas yang mencakup 4 langkah kegiatan dalam 1 siklus yaitu perencanaan, tindakan, observasi dan refleksi. Subyek penelitian yaitu peserta didik dan guru kelas V SD Negeri Nomporejo pada semester kedua tahun ajaran 2012/2013. Seluruh peserta didik diberi tindakan menggunakan model pembelajaran berbasis masalah. Teknik pengumpulan data yang digunakan yaitu wawancara, observasi, skala motivasi dan tes. Teknik wawancara digunakan pada studi pendahuluan. Skala motivasi digunakan untuk mengetahui motivasi peserta didik. Aspek motivasi meliputi aspek intrinsik motivasi dan aspek ekstrinsik motivasi. Teknik observasi untuk mengetahui kreativitas peserta didik. Aspek kreativitas peserta didik meliputi kelancaran, keluwesan, keaslian, elaborasi dan keterampilan menilai. Tes digunakan untuk mengetahui pemahaman konsep ilmu pengetahuan alam pokok bahasan pengetahuan tanah, air dan alam sekitar serta peristiwa alam beserta dampaknya. Aspek pemahaman konsep terdiri dari menafsirkan, memberi contoh, mengklasifikasikan, meringkas, menarik inferensi, membandingkan, dan menjelaskan. Teknik analisis data menggunakan analisis data deskriptif kemudian dimaknai dengan kalimat secara kualitatif.

Hasil penelitian ini menunjukkan bahwa penggunaan model pembelajaran berbasis masalah dapat meningkatkan: (1) motivasi, (2) kreativitas, dan (3) pemahaman konsep peserta didik Kelas V SD Negeri Nomporejo hingga kriteria sangat baik pada siklus III. Aspek motivasi peserta didik meningkat dari rata-rata skor pra-tindakan sebesar 106,25 menjadi 157,95. Aspek kreativitas peserta didik meningkat dari rata-rata skor pra-tindakan 24,25 menjadi 42,6. Aspek pemahaman konsep peserta didik meningkat dari rata-rata skor pra-tindakan 16,5 menjadi 23,65.

Kata Kunci: *model pembelajaran berbasis masalah, motivasi, kreativitas, pemahaman konsep*

ABSTRACT

ANANGGA WIDYA PRADIPTA: *Implementation of Problem-Based Learning Model to Increase Motivation, Creativity and Concept Comprehension of Natural Science of Fifth Grade Students of State Elementary School Nomporejo, Sub-District of Galur, Regency of Kulon Progo. Thesis. Yogyakarta: Graduate School, State University of Yogyakarta, 2014.*

This study aims to improve student's motivation, creativity, and understanding of science concepts through the implementation of problem-based learning model.

This study was a classroom action research which include 4 steps in 1 cycle: planning, action, observation and reflection. The subject of the study comprised the fifth grade students of State Elementary School Nomporejo Sub-District of Galur, Regency of Kulon Progo. All students were given the act of using problem-based learning model. Data collection techniques used were interviews, observation, motivation scale and tests. Interview techniques was used in the preliminary study. Motivation scale was used to determine the students motivation. Aspects of motivation includes intrinsic motivational aspect and extrinsic motivational aspect. Observation techniques were used to determine the students creativity. Aspects of the creativity of learners includes fluency, flexibility, originality, elaboration, and evaluation skill. The test was used to determine the understanding of the concept of natural science subject matter knowledge of soil, water and environment as well as natural events and their impact. Aspects of concept comprehension consist of interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. The data were analyzed using descriptive quantitative followed by qualitative interpretation.

The results of the study show that the use of problem-based learning model can improve: (1) motivation, (2) creativity, and (3) concept comprehension of the fifth grade students of State Elementary School Nomporejo Sub-District of Galur, Regency of Kulon Progo criteria very well until the third cycle. Aspects of students motivation scores increased from the mean of pre-action 106.25 to 157.95. Aspects of students creativity scores increased from the mean of pre-action 24.25 to 42.6. Aspects of students comprehension of the concept scores increased from the mean of pre-action 16.5 to 23.65.

Keywords: *problem-based learning model, motivation, creativity, concept comprehension*